Tomorrow's Leadership Collaborative (TLC) Charter
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	1130 East Walnut Ave. Orange, CA , 92867-6952	**Principal:**	Jessica Tunney, Executive Director, Principal
Phone:	(657) 284-5228	**Grade Span:**	TK-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Jessica Tunney, Executive Director, Principal

📍 Principal, Tomorrow's Leadership Collaborative (TLC) Charter

Contact

Tomorrow's Leadership Collaborative (TLC) Charter
1130 East Walnut Ave.
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Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Orange County Department of Education
Phone Number	(714) 966-4000
Superintendent	Bean, Stefan
Email Address	sbean@ocde.us
Website	www.ocde.us

School Contact Information (School Year 2025–26)

School Name	Tomorrow's Leadership Collaborative (TLC) Charter
Street	1130 East Walnut Ave.
City, State, Zip	Orange, CA , 92867-6952
Phone Number	(657) 284-5228
Principal	Jessica Tunney, Executive Director, Principal
Email Address	jessica.tunney@tlccharter.org
Website	http://www.tlccharter.org
Grade Span	TK-6
County-District-School (CDS) Code	30103060137976

School Description and Mission Statement (School Year 2025–26)

Tomorrow's Leadership Collaborative (TLC) Charter School established in 2018, is a TK-6 public charter school authorized by the Orange County Department of Education (OCDE) that models best practices for inclusion education. Through university partnerships, constructivist project-based learning, and culturally relevant pedagogy, TLC creates an inclusive learning community modeled after the acclaimed CHIME Institute Schwarzenegger Community School and WISH Charter Schools in Los Angeles. At TLC, all students—including those with disabilities and learning differences—their families, and staff value diversity in all forms through 21st-century learning approaches. TLC provides an inclusive learning community where all students, including those with disabilities and learning differences, their families, and the school's staff appreciate and value diversity in all its forms, taught through the prism of 21st century learning.

Since 2018, TLC has more than quadrupled its enrollment, currently serving 214 students reflecting the following demographics: 81% Hispanic, 11% White, 3% African American, 4% Asian, and 1% Two or More Races students. The school serves significant special populations with 20% Students with Disabilities, 16% English Learners, 1% Homeless, and 72% Socioeconomically Disadvantaged students.

TLC's inclusive education model represents the cornerstone of our identity and our greatest source of both challenge and pride. Unlike traditional special education models that segregate students with disabilities into separate classrooms, TLC ensures that all students with disabilities receive instruction in general education classrooms alongside their peers. This inclusive model creates rich learning environments where students with disabilities serve as full members of the classroom community while receiving individualized supports outlined in their IEPs. Students without disabilities benefit from the additional adults in classrooms, differentiated teaching strategies, and development of empathy and acceptance through daily interaction with diverse peers.

Several studies have explored the impact of inclusion on students without disabilities and have found that nondisabled students achieve improved academic outcomes as a result of being in an inclusive class. Sailor has noted that implementation of inclusive practices such as Universal Design for Learning, Positive Behavior Interventions and Supports, and co-teaching have the potential to result in reduced special education referrals school-wide, because struggling students receive assistance before they fall too far behind. Evidence also suggests that students with disabilities demonstrate improved academic and social outcomes as a result of increased time spent in general education classes. Social outcomes, such as improved social skills, communication skills, and increased interactions with typical peers are also attributed to inclusive settings.

TLC serves a uniquely diverse population of students by design. Within our inclusive model classrooms, our school provides rich and rigorous academic learning opportunities to all students along with social supports and close attention to positive social development. For many families with children in chronically underserved groups (such as English Language Learners and Students with Disabilities), our philosophy and approach to education offers a highly appealing option to the more traditional pedagogical strategies prevalent in many other local schools.

MISSION The mission of TLC is to educate diverse students through a rigorous, standards-based, college-preparatory program to become conscientious, caring, and responsible 21st Century citizens. TLC is

grounded in an inclusive vision of teaching and learning in which the diverse experiences and spectrum of abilities students bring to the school are honored. Through a rich educational program based upon constructivist and project-based approaches to learning, students at TLC will be guided to develop 21st Century knowledge and skills such as problem-solving, critical thinking, creativity, communication, and cooperation and collaboration with diverse peers.

VISION Our vision is that TLC will serve as a model site for demonstrating and understanding the ways inclusive educational settings can enhance the communities they serve and advance research and practice in the field of education.

ACADEMIC EXCELLENCE AND RECOGNITION TLC's commitment to innovative, project-based learning was showcased during the Diorama Showcase Day held March 27 at the school's Orange campus. This event highlighted the school's interdisciplinary approach, where students presented three-dimensional models they created as part of trimester-long projects that integrated English language arts, math, social sciences, science, art, and technology.

Notable student achievements included third-graders who studied the novel "Nothing Rhymes with Orange" while learning Orange County history, creating detailed Disneyland dioramas showing different eras of the park's evolution, complete with PowerPoint presentations and written summaries. Upper-grade students recreated the Mount Vesuvius eruption and ancient Pompeii in a unit called "I Survived Pompeii," showing life before, during, and after the disaster.

Established Support Systems and Infrastructure

TLC Charter School has established several support systems that provide strong foundation for math improvement efforts. The Extended Learning Opportunity Program provides daily before and after-school math support, creating additional learning time for students who need supplemental instruction and practice. The co-teaching model ensures that general education and special education teachers collaborate weekly to plan inclusive math instruction that addresses diverse learning needs within each classroom.

Daily WIN (What I Need) time provides structured intervention opportunities during the school day, allowing teachers to provide targeted math support based on assessment data and individual student needs. The paraprofessional support model ensures that most classrooms have additional adult support to facilitate small group math instruction and provide individualized assistance during math lessons.

The Community Reading Library has been utilized as a space for small group math instruction and family math workshops, creating additional venues for targeted intervention and family engagement. Technology access including individual iPads for all students provides opportunities for differentiated math practice through online platforms including ST Math and iReady math modules.

Professional Learning Culture and Collaborative Practices

TLC's commitment to ongoing professional development creates a strong foundation for improving math instruction. Weekly professional development sessions provide regular opportunities for teachers to collaborate on math instruction strategies, analyze student data, and refine instructional practices. Monthly co-planning sessions between general education and special education teachers ensure that math lessons are designed with universal access principles and appropriate accommodations for diverse learners.

TLC's partnership with higher education institutions provides access to research-based professional

development and coaching support. Teacher willingness to engage in collaborative problem-solving and data-driven decision making represents a significant organizational strength that supports sustainable improvement in math instruction and student outcomes.

CCSPP Grantee (Accomplishment)

As a California Community School Partnership Program (CCSPP) Implementation Grantee, TLC has established a foundation of community support systems and local partnerships that would be significantly enhanced through CEI participation. The CEI grant would specifically strengthen and advance the Community Engagement component of the school's vision, allowing for deeper implementation of this critical pillar within the framework. TLC continues to demonstrate its commitment to providing wraparound supports addressing "whole child" needs, making it ideally positioned to maximize the impact of CEI resources. TLC's existing community network includes vital partnerships with Community Action Partnership of Orange County for food distribution, Mariposa Center for counseling services, Lestonnac Free Clinic for health screenings, Assistance League of Orange for uniforms and school supplies, Orange Rotary for play equipment, and university partnerships with CSUF and Chapman University. The CEI would enable TLC to transform these initial connections into a robust, sustainable support network that serves all families more comprehensively while aligning perfectly with the groundwork already established through CCSPP implementation.

TLC has cultivated a strong foundation for community engagement through regular family meetings, our Community Library that hosts workshops and advisory meetings, bilingual communication practices, and flexible meeting formats for working families. TLC's Community Schools coordinator continues to strengthen and expand valuable connections between families and local resources that provide counseling, transportation, rental assistance, and basic needs. However, TLC faces significant challenges as family needs frequently exceed the school's current capacity, with socioeconomic stressors creating persistent barriers to engagement. Limited visibility as a wraparound support organization hampers the school's ability to establish new partnerships and access additional resources. Recently, TLC was awarded the Community Engagement Initiative (CEI) Grant that will serve to address these barriers by elevating TLC's community profile, expanding its capacity to respond to family needs, and creating a more coordinated, effective support network that builds upon and amplifies the progress already achieved through CCSPP implementation. The synergy between TLC's structured approach using the CA Community Schools Framework, its existing CCSPP work, and the potential of CEI participation presents an exceptional opportunity to create a model community engagement program that could transform outcomes for students and families while demonstrating how schools can serve as true community hubs of support and connection.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	50
Grade 1	32
Grade 2	34
Grade 3	25
Grade 4	17
Grade 5	23
Grade 6	11
Total Enrollment	192
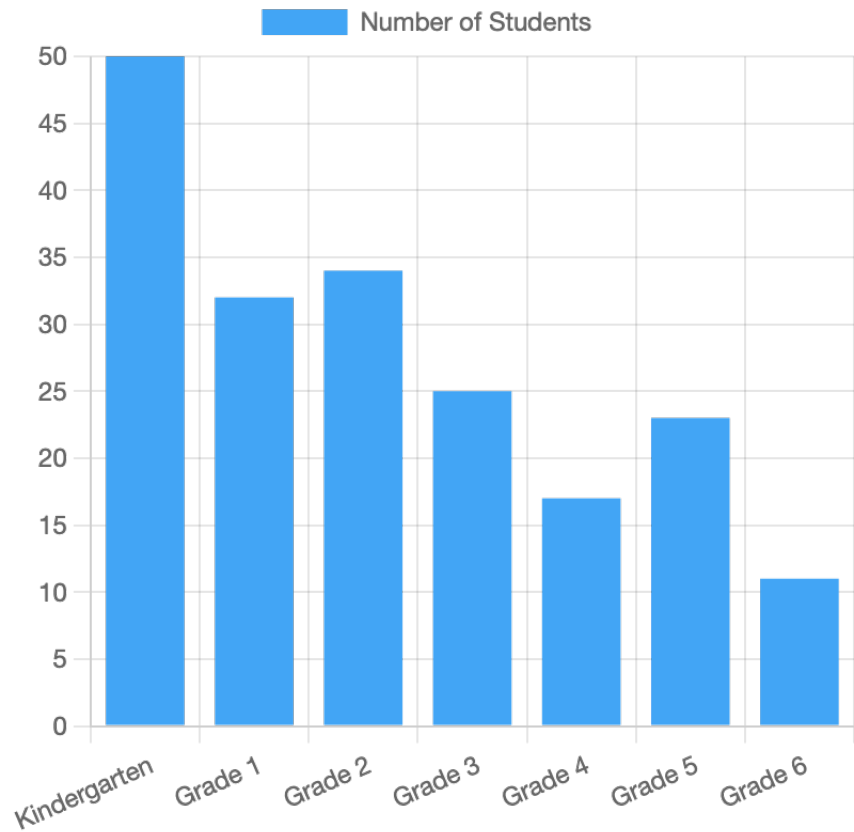
Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	47.40%
Male	52.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	3.60%
Black or African American	2.60%
Filipino	0.00%
Hispanic or Latino	80.70%
Native Hawaiian or Pacific Islander	1.00%
Two or More Races	1.00%
White	10.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.60%
Foster Youth	0.00%
Homeless	5.70%
Migrant	0.00%
Socioeconomically Disavantaged	72.40%
Students with Disabilities	20.30%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.90	83.32%	432.30	71.15%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.30	1.37%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	26.70	4.40%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	81.20	13.38%	11953.10	4.28%
Unknown/Incomplete/NA	2.00	16.68%	58.90	9.70%	15831.90	5.67%
Total Teaching Positions	11.90	100.00%	607.60	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	90.91%	444.80	72.15%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	9.30	1.52%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	9.09%	47.20	7.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	75.70	12.29%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	39.30	6.38%	14303.80	5.15%
Total Teaching Positions	11.00	100.00%	616.50	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	91.67%	501.00	73.08%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	9.00	1.32%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	8.33%	39.70	5.80%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	97.00	14.16%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	38.60	5.64%	13705.80	4.91%
Total Teaching Positions	12.00	100.00%	685.50	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	1	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	1	1.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	12.5%	11.10%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at

https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	- Reader's Workshop: Calkins Classroom Libraries - Reader's Workshop: Calkins Reading Units of Study - Okapi Guided Reading (Flying Start & New Heights) - Writers Workshop: Calkins Writing Units of Study - Word Study: Words Their Way - TK: DIG Curriculum (Abrams Learning) (UFLI Foundations | UF Literacy Institute) - iReady - Novel Studies: Nothing Rhymes with Orange (Tesoro Publishing) - Charlotte's Web (HarperCollins Publishers) - Holes (Yearling: Random House Children's Books) - Wonder (Random House Children's Books) - George's Secret Key to the Universe (Simon & Schuster Books for Young Readers) - Esperanza Rising (Scholastic) - I Survived the American Revolution (Scholastic) - I Survived the Destruction of Pompeii (Scholastic) - Phantom Tollbooth (Random House Children's Books) - A Wrinkle in Time (Square Fish Farrar Straus Giroux)	0
Mathematics	Go Math	0
Science	TCI: Science Alive: Units of Study	0
History-Social Science	TCI: Social Studies Alive!	0
Foreign Language	Not applicable	0
Health	Not applicable	0

Visual and Performing Arts	Not applicable	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Maintenance and Repair

TLC Charter School maintains a systematic approach to facility maintenance to ensure all school buildings remain in good repair and fully operational. Maintenance staff respond promptly to repair requests submitted through a formal work order system, which supports efficient tracking and completion of tasks. Emergency repairs and issues related to health and safety are prioritized and addressed immediately.

Cleaning Process and Schedule

TLC Charter School has established site-based cleaning standards to maintain a clean, safe, and healthy learning environment. The Principal/Director at each site, in collaboration with designated staff, oversees custodial services and implements regular cleaning schedules to ensure consistent maintenance of school facilities.

Use of the Facilities Inspection Tool (FIT)

TLC Charter School conducts annual facility inspections using the Facilities Inspection Tool (FIT), developed by the State of California Office of Public School Construction (OPSC). The FIT is used to assess whether each school site is clean, safe, and functional. Results from these inspections are reported in the School Facility Good Repair Status section of the School Accountability Report Card (SARC).

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2025

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:

    1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	29%	25%	52%	53%	47%	48%
Mathematics (grades 3-8 and 11)	19%	13%	40%	42%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	68	95.77%	4.23%	25.00%
Female	28	28	100.00%	0.00%	32.14%
Male	43	40	93.02%	6.98%	20.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	58	55	94.83%	5.17%	23.64%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	12	11	91.67%	8.33%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	55	52	94.55%	5.45%	23.08%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	17	89.47%	10.53%	0.00%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met

or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	67	94.37%	5.63%	13.43%
Female	28	27	96.43%	3.57%	11.11%
Male	43	40	93.02%	6.98%	15.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	58	55	94.83%	5.17%	12.73%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	12	11	91.67%	8.33%	9.09%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	55	52	94.55%	5.45%	11.54%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	16	84.21%	15.79%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	--	15.00%	12.12%	10.36%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	20	100.00%	0.00%	15.00%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	14	100.00%	0.00%	7.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	13	13	100.00%	0.00%	7.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected

student population is ten or fewer.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Parent Engagement and Advisory Structures

TLC Charter School provides multiple, structured opportunities for parents and guardians to engage as active partners in school decision-making and student success. The school prioritizes meaningful participation from families of Unduplicated Pupils (UP) and Students with Disabilities (SWD) and ensures compliance with California Education Code requirements.

Advisory Committees

Parent input is facilitated through the following advisory bodies:

- **English Language Advisory Committee (ELAC)**, **District English Learner Advisory Committee (DELAC)**, and **English Learner Parent Advisory Committee (EL-PAC)** provide guidance on English Learner programs and services in accordance with California Education Code section 52062(a)(2).

- **Parent Advisory Committee (PAC)** serves as the primary forum for schoolwide parent input, as required by California Education Code section 52062(a)(1). The PAC advises on school policies, academic programs, budget priorities, and the Local Control and Accountability Plan (LCAP).

- **Community Schools Partnership Program (CCSPP) Steering Committee** includes parent representatives who contribute to the planning and implementation of wraparound services, community partnerships, and integrated student and family supports.

Parents interested in joining any advisory committee may contact the **Main Office** or email the school at **info@tlccharterschool.org** (or call the school's main phone line) to learn about meeting schedules and membership opportunities.

Accessibility and Participation

To ensure equitable access, all committee meetings and school communications are supported with Spanish translation and interpreter services. Meetings are scheduled at varied times (morning, afternoon, evening) and may include virtual participation options to accommodate working families. Additional input is gathered through surveys, Google Forms, and informal feedback sessions to broaden participation beyond formal meetings.

Impact on Decision-Making

Recommendations from parent advisory committees directly inform school policies, program development, budget allocations, and instructional priorities. School leadership provides written responses to committee

recommendations and regularly reports on implementation progress, ensuring transparency and accountability. Ongoing communication keeps the broader school community informed about how parent input influences school operations and student services.

Family Engagement Opportunities

In addition to formal committees, TLC Charter School offers ongoing opportunities for parent involvement designed to strengthen relationships and promote open communication.

- **Coffee with the Leadership Team** sessions provide informal forums for parents to meet with school administrators, ask questions, and share feedback on school programs and policies.

- Parents may participate in school events, family activities, and volunteer opportunities coordinated through the Main Office.

Families seeking information about engagement opportunities may contact the **Office Assistant** or the **Bilingual Outreach Coordinator** through the school's main office.

Family Support and Community Partnerships

The **Bilingual Outreach Coordinator** supports family engagement by connecting parents to school and community resources. This includes assistance for new families in understanding the school's educational program and access to community supports such as the Clementine Food Trolley and other family assistance services.

In collaboration with the Community Schools Coordinator, the Outreach Coordinator conducts home visits to re-engage families experiencing attendance or school connection challenges. These visits help identify barriers and connect families with appropriate resources.

Attendance Support and Family Communication

The **Office Assistant**, serving as Attendance Coordinator, monitors student attendance, contacts families when absences occur, and collaborates with parents to address barriers to regular attendance. Families receive timely communication and support to promote consistent school participation.

Staff communicate with families using multiple platforms, including **Remind App** and **ParentSquare**, ensuring families receive information through their preferred communication methods.

Parent Education and Workshops

TLC Charter School hosts parent workshops focused on supporting student achievement and family empowerment. Topics include attendance and chronic absenteeism, mental health awareness, understanding i-Ready assessment reports, literacy and mathematics support at home, English Learner services and reclassification, college and career pathways, and financial literacy.

Workshops are designed to build family capacity to support learning at home and advocate effectively for

students.

Language Accessibility and Cultural Responsiveness

All written communications are provided in English and Spanish in accordance with translation thresholds identified through the Home Language Survey. This commitment ensures that language is not a barrier to participation, communication, or access to services.

Through this comprehensive and inclusive parent engagement framework, TLC Charter School ensures that families are informed, empowered, and meaningfully involved in school governance, student support systems, and continuous school improvement.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	212	204	53	26.0%
Female	101	97	30	30.9%
Male	111	107	23	21.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	168	161	42	26.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	25	25	4	16.0%
English Learners	37	36	9	25.0%
Foster Youth	--	--	--	--
Homeless	11	11	1	9.1%
Socioeconomically Disadvantaged	157	153	41	26.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	43	11	25.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected

student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.00%	0.00%	1.63%	1.42%	0.85%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.01%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Comprehensive School Safety Plan Overview

TLC Charter School maintains a comprehensive School Safety Plan designed to ensure the safety and well-being of students, staff, and visitors during emergencies and daily operations. The plan addresses preparedness, response, recovery, and continuity of instruction and is aligned with California Education Code requirements.

Dates of Review, Update, and Discussion

- **Last annual review and update:** September 23, 2025 for the 2025-26 school year.

- **Discussion with school faculty:** The plan is reviewed with all staff during a dedicated annual emergency preparedness meeting held no later than **August 31** each school year.

- **Discussion with a student representative:** Age-appropriate safety procedures and emergency expectations are reviewed annually with student representatives as part of the school's safety education and preparedness activities.

Key Elements of the Safety Plan

Emergency Organization and Roles
The plan establishes clear site-based emergency leadership structures, including a Site Manager, Command Post personnel, and designated emergency teams (Search and Assessment, Assembly Area, Student Release, First Aid, and Site Supervision). Roles and responsibilities are clearly defined to ensure coordinated and efficient response during emergencies.

Emergency Response Procedures
Detailed response protocols are included for a wide range of emergencies, such as earthquakes, fires, explosions, chemical incidents, floods, utility failures, bomb threats, campus unrest, lockdowns, drive-by shootings, and hostage situations. Procedures emphasize student supervision, accountability, communication, and coordination with emergency responders.

Command Post and Communication Systems
Each campus has a designated Command Post location responsible for decision-making, communication, and coordination during emergencies. The plan includes internal and external communication procedures, emergency contact information, and coordination with law enforcement, fire departments, and county agencies.

Evacuation, Shelter, and Lockdown Procedures
The plan outlines clear evacuation routes, assembly areas, shelter-in-place protocols, and lockdown procedures for both school sites. Campus-specific evacuation maps and signage are included to guide staff and students during emergencies.

Student Accountability and Release Procedures
Procedures ensure accurate accounting of all students during emergencies and establish a controlled, documented student release process. Students are released only to authorized adults listed on emergency contact cards, with detailed documentation maintained at the Command Post.

First Aid and Emergency Supplies

The plan identifies First Aid Teams, triage procedures, and locations of emergency supplies, including food, water, medical kits, and communication equipment. Supplies are maintained and replenished annually.

Training and Drills

TLC conducts regular emergency drills throughout the school year, including fire, earthquake, lockdown, and shelter-in-place drills. These drills reinforce staff and student preparedness and ensure familiarity with emergency procedures.

Instructional Continuity

An Instructional Continuity Plan is included to ensure student engagement, communication with families, and access to in-person or remote instruction as soon as practicable following an emergency.

Through annual review, staff training, student engagement, and regular drills, TLC Charter School's Comprehensive School Safety Plan provides a structured and proactive framework to protect students and staff and ensure readiness for a wide range of emergency situations.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	2	0
1	28.00	0	1	0
2	23.00	0	1	0
3	29.00	0	1	0
4	0.00	0	0	0
5	0.00	0	0	0
6	15.00	1	0	0
Other**	24.00	0	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per

class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	1	1	
1	25.00		1	
2	24.00		1	
3	20.00	1		
4	28.00		1	
5				
6				
Other**	22.00	1	1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	2		
1	22.00		1	
2	23.00		1	
3	25.00		1	
4				
5				
6				
Other**	24.00		3	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22405.10	$8920.75	$13484.35	$77015.95
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A	19.00%	-26.30%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2024–25)

Student Support Programs and Services

TLC Charter School implements a comprehensive, data-informed system of academic, social-emotional, and attendance supports designed to address achievement gaps, remove barriers to learning, and promote success for all students, with particular attention to English Learners, socioeconomically disadvantaged students, and Hispanic student populations.

Enhanced Mathematics Intervention and Curriculum Support

TLC provides targeted mathematics support through a multi-tiered intervention model. A dedicated **Math Interventionist** that delivers intensive Tier 2 mathematics instruction to students identified through i-Ready benchmark data as performing below grade level, with a specific focus on closing achievement gaps among socioeconomically disadvantaged and Hispanic students.

To ensure high-quality core instruction, the Principal provides ongoing instructional coaching to support consistent implementation of the GoMath curriculum across all grade levels. The Math Interventionist also provides specialized coaching and professional learning for paraprofessionals and instructional assistants, equipping them with evidence-based strategies to strengthen student engagement and conceptual understanding in mathematics.
(Funding sources: Title I and LCFF Supplemental and Concentration funds.)

Director of Inclusion and Universal Design for Learning (UDL)

Coaching

The Director of Inclusion serves as an instructional coach, supporting schoolwide implementation of **Universal Design for Learning (UDL)** principles. UDL ensures that instruction is accessible, differentiated, and responsive to diverse learning needs. This approach is particularly beneficial for English Learners who require multiple means of representation and expression, and for students who have experienced interrupted or inconsistent educational opportunities. Through coaching and professional development, UDL practices are embedded across classrooms to support equitable access to mathematics and core academic content.

Tiered Intervention and Multi-Tiered System of Supports (MTSS)

TLC implements a structured MTSS framework to address academic and social-emotional needs.

- **Tier 1** supports are embedded within general education instruction.
- **Tier 2** targeted supports are delivered by paraprofessionals and intervention staff based on i-Ready assessment data.
- **Tier 3** interventions include small-group and individualized support provided during designated intervention blocks and through Extended Learning Opportunities Program (ELOP) sessions before and after school.

Supplemental Academic Programs

Students have access to a range of evidence-based supplemental programs, including:

- **i-Ready** for individualized reading and mathematics intervention
- **University of Florida Literacy Institute (UFLI) Foundations** for explicit, systematic phonics instruction
- **Words Their Way** for vocabulary and spelling development
- **ST Math** for conceptual and visual mathematics learning

These programs provide differentiated instruction aligned to individual student needs and are integrated into both the instructional day and extended learning time.

Data-Driven Instruction and Progress Monitoring

School leadership provides ongoing professional development to support teachers in analyzing assessment data, monitoring student progress, and adjusting instruction accordingly. Student growth is reviewed throughout the year using multiple data sources, with targeted interventions delivered during daily **WIN (What I Need)** time and reinforced through ELOP programming.

Expanded Learning Opportunities

TLC offers comprehensive expanded learning opportunities, including afterschool programs, intersession learning during school breaks, and summer programming. These programs focus on intensive tutoring, project-based learning, critical thinking, and skill development to accelerate learning for students performing below grade level.

Community Reading Library and Family Engagement

The **Community Reading Library**, established through the California Community Schools Grant, provides a dedicated space for small-group and individualized literacy instruction for students reading one or more years below grade level. The library also hosts parent workshops that equip families with practical strategies and resources to support literacy development at home, strengthening school–family partnerships.

Enrichment, Arts, and Integrated Learning Experiences

In addition to core academics, TLC offers enrichment courses including **Music, Visual Arts, and Dance**, supported through community partnerships. Arts programming includes a partnership with OASIS, which provides intensive 10-week hip-hop dance cycles for students in grades 3–6 to promote artistic expression, student engagement, and mental health.

The instructional program emphasizes interdisciplinary, project-based learning, such as the annual Diorama Showcase, which integrates literacy, science, social studies, art, and technology skills.

Physical Education and Technology Integration

TLC provides comprehensive Physical Education instruction that promotes fitness, teamwork, and inclusive participation for all students, including those with disabilities. Students also receive technology instruction and digital citizenship education to support learning across content areas and prepare them for future academic and career readiness.

Attendance Improvement and Social-Emotional Supports

Despite overall improvements in chronic absenteeism, persistent rates among English Learners and Hispanic students indicate the need for strengthened interventions. Root cause analysis identified key barriers, including transportation challenges, childcare needs, and mental health concerns related to trauma.

To address these barriers, TLC integrates **Positive Behavioral Interventions and Supports (PBIS)** within the MTSS framework and aligns services with the **Four Pillars of Community Schools**, providing coordinated academic, social-emotional, and family supports.

Mental Health Services and Community Partnerships

TLC partners with **Mariposa Women & Family Center** to deliver trauma-informed professional development for staff and parenting workshops for families. This partnership also provides individual and small-group counseling services for students experiencing emotional or behavioral challenges.

The Community Services Coordinator ensures access to wraparound services, including referrals to community-based mental health providers, and collaborates with school leadership to develop targeted attendance improvement plans for students with chronic absenteeism.

School Climate and Social-Emotional Learning

Students participate in structured and semi-structured social-emotional learning opportunities, including lunchtime programming such as gardening, crafts, and guided play. These activities promote emotional regulation, peer relationships, and student well-being.

TLC's **PBIS-CARES Program** fosters a positive school climate by emphasizing relationship-building, positive behavior recognition, and student connectedness. School climate is monitored through biannual administration of the **California Healthy Kids Survey (CHKS)** to inform continuous improvement and identify students in need of additional support.

Enrichment, Integrated Learning, and Whole-Child Development

TLC provides all students with access to a well-rounded educational program that extends beyond core academic subjects and supports the development of the whole child. Students participate in enrichment courses that include **Music instruction, Visual Arts education, and specialized Dance programming**, delivered in part through community partnerships. Arts programming includes a partnership with OASIS, which offers intensive 10-week hip-hop dance cycles for students in upper grades (3–6). These cycles promote artistic expression, student engagement, and mental health and wellness through structured, culturally responsive movement and performance experiences.

The course of study emphasizes **integrated, interdisciplinary learning experiences** that connect academic content to real-world applications. Through project-based learning, students engage in cross-curricular projects that blend literacy, mathematics, science, social studies, the arts, and technology. Signature projects, such as the annual Diorama Showcase, require students to apply research, writing, creativity, and presentation skills, reinforcing deeper learning and critical thinking across subject areas.

TLC also provides **comprehensive Physical Education** that promotes physical fitness, teamwork, and healthy lifestyles while ensuring inclusive participation for all students, including those with disabilities. Instruction is designed to support physical development, cooperation, and social skills in a safe and supportive environment.

In addition, students receive **technology instruction and digital citizenship education** integrated across content areas. These experiences strengthen students' ability to use technology responsibly and effectively for research, collaboration, and learning, preparing them for success in a digital and interconnected world.

Together, these enrichment opportunities and integrated instructional approaches ensure that all students receive a well-rounded education that supports multiple intelligences, accommodates diverse learning styles, and prepares students for long-term academic, social, and creative success.

Through this comprehensive system of academic, behavioral, social-emotional, and family-centered supports, TLC Charter School ensures that all students have access to the programs and services necessary to thrive academically, emotionally, and socially.

Professional Development

Professional Development Plan Overview

TLC Charter School implements a comprehensive, evidence-based professional development program designed to strengthen instructional quality, promote consistency across campuses, and improve student outcomes. Educators participate in 11 intensive days of summer professional learning, weekly professional development sessions during the academic year, and seven additional non-instructional days dedicated to curriculum planning, collaboration, and data analysis.

The Assistant Principal and Executive Director provide ongoing instructional coaching, conduct classroom observations, and facilitate professional learning at each site to ensure the consistent implementation of research-based instructional practices and alignment with schoolwide priorities.

Core Professional Learning Focus Areas

Professional development focuses on high-impact instructional strategies and continuous improvement in the following areas:

- **Data-Driven Instruction**: Teachers receive training on analyzing and applying student performance data from i-Ready, CAASPP, and ELPAC assessments to inform targeted instruction and intervention.

- **Mathematics Instruction**: Professional learning emphasizes effective implementation of the GoMath curriculum and integration of ST Math to address performance gaps identified through Dashboard and assessment data.

- **English Language Development (ELD)**: Training strengthens both designated and integrated ELD practices to support language acquisition and academic achievement for English Learners.

- **Project-Based and Thematic Instruction**: Teachers develop interdisciplinary units that increase student engagement and deepen learning. Schoolwide learning showcases—such as the Fall Writing Celebration, Winter Diorama Day, and Spring Jam—are embedded into instructional planning and assessment practices.

- **Social-Emotional Learning (SEL)**: Professional learning includes trauma-informed practices, Positive Behavioral Interventions and Supports (PBIS), and implementation of the Multi-Tiered System of Supports (MTSS).

- **Inclusion and Accessibility**: Teachers engage in co-planning and co-teaching strategies that support TLC's full inclusion model, with a strong emphasis on Universal Design for Learning (UDL) to ensure

instruction is accessible to all learners.

Data-Driven Instructional Planning and Progress Monitoring

Educators receive ongoing training in progress monitoring and instructional adjustment using multiple data sources, including Fall, Winter, and Spring i-Ready benchmarks, learning showcase rubrics, report cards, routine formative and summative assessments, homework completion data, and unit mastery results.

Teachers analyze data by student subgroups—including English Learners, socioeconomically disadvantaged students, Hispanic/Latino students, and Students with Disabilities—to identify achievement gaps and plan targeted interventions. Data analysis directly informs instructional decisions related to **WIN (What I Need) time**, morning reading and math clubs, and after-school **Extended Learning Opportunities Program (ELO-P)** services. Supplemental instructional tools, such as BrainPOP and ST Math, are selected and implemented based on identified student needs.

Specialized Coaching and Instructional Support

Targeted instructional coaching is provided to support differentiation and intervention at both Tier 1 and Tier 2 levels. Specialized coaching focuses on UDL-aligned instructional design, individualized assignments, and inclusive classroom practices that support diverse learning profiles while maintaining high academic expectations for all students.

Teacher Development and Retention

To support teacher effectiveness and long-term retention, TLC Charter School funds teacher induction and credential clearance expenses for new educators. This investment ensures that teachers receive structured mentoring, professional guidance, and ongoing support, contributing to instructional stability and continuous improvement.

Instructional Foundations and SEL Integration

Professional learning reinforces TLC's instructional foundations, including Universal Design for Learning, project-based learning, and thematic instruction. Social-emotional learning is integrated into daily classroom practice through trauma-informed routines, community meetings, classroom responsibilities that build student ownership, and intentional peer grouping strategies that foster collaboration and positive relationships.

Program Coherence and Continuous Improvement

This comprehensive professional development program ensures that curriculum mapping, unit planning, instructional delivery, and summative assessment events are fully aligned with school goals and student needs. Through sustained professional learning and coaching, TLC Charter School builds educator capacity to deliver high-quality instruction that supports both academic achievement and social-emotional development

for all students.

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	50	50	50